

**“A STUDY TO ASSESS THE EFFECTIVENESS OF
MINDFUL MEDITATION ON ADJUSTMENT PROBLEM
FACED BY FIRST YEAR B.SC NURSING STUDENTS
IN SELECTED NURSING COLLEGE AT
KOMARAPALAYAM.”**

**By
301432551**

**A Dissertation Submitted to
The Tamil Nadu Dr.M.G.R Medical University,
Chennai**

In partial fulfilment of the requirement for the degree of award of

**MASTER OF SCIENCE IN NURSING
Mental Health Nursing
April-2016**

**ANBU COLLEGE OF NURSING
M.G,R Nagar,
Komarapalayam (PO),
Namakkal District-638183.**

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VIVA VOICE:

1. INTERNAL EXAMINER:_____

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ENDORSEMENT BY THE HEAD OF THE INSTITUTION

This is to certify that the dissertation entitled “**A STUDY TO ASSESS THE EFFECTIVENESS OF MINDFUL MEDITATION ON ADJUSTMENT PROBLEM FACED BY FIRST YEAR B.SC NURSING STUDENTS IN SELECTED NURSING COLLEGE AT KOMARAPALAYAM**” is a bonafied research work done by 301432551 under the guidance of

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Place: Komarapalayam

ACKNOWLEDGMENT

**“All the things work together for good to them that, love”
“Gratitude is the best Attitude”**

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ABSTRACT

STATEMENT OF THE PROBLEM:

“A STUDY TO ASSESS THE EFFECTIVENESS OF MINDFUL MEDITATION ON ADJUSTMENT PROBLEM FACED BY FIRST YEAR B.SC NURSING STUDENTS IN SELECTED NURSING COLLEGE AT KOMARAPALAYAM”.

OBJECTIVES OF THE STUDY

- To assess the level of adjustment problem among first year B.Sc nursing students in selected college.
- To evaluate the effectiveness of mindful meditation on adjustment problem among first year B.Sc nursing students in selected college.
- To find out the association between level of adjustment problem and their selected demographic variables among first year B.Sc nursing students in selected college.

METHODS OF STUDY

An experimental study was conducted to determine the level of adjustment and effectiveness of mindful meditation on students with adjustment problem who were studying in first year B.Sc Nursing in College at Komarapalayam. The research design was one group pre-test post-test experimental design. The sample size was 40. Purposive sampling technique was used to select the students.

The aim of the study was to determine the level of adjustment problem and to find out the effectiveness of mindful meditation among students who are studying in first year .

The analysis was done in three sections as follows,

Section I :

Demographic variables of students.

Section II:

Effectiveness of mindful meditation in reducing adjustment problem.

Section III:

Association between the demographic variables with level of adjustment.

The gathered data was tabulated, grouped and analyzed. Biostatistical methods (chi square and correlation) were used for analysis.

MAJOR STUDY FINDINGS

FINDINGS: 1

Pre-test reveals that 4(10%) having no adjustment problem, 4(10%) having mild level of adjustment problem, and 32(80%) having severe adjustment problem. Post-test reveals that 32(80%) having no stress and adjustment problem, 8(15%) having mild level of adjustment problem, assessed by using college adjustment scale.

FINDINGS: 2.

Comparison of mean and standard deviation score of level of adjustment and effectiveness of mindful meditation among students during pretest and posttest. In the students pretest mean level of adjustment problem was 11.8 with the standard deviation of 5.12 and posttest mean level of problems score was 2.75 with the standard deviation of 1.67. The mean difference between the pretest and posttest value was 9.05. The paired 't' test value of 11.13. In the students a statistically significant value at $p < 0.05$. It is interpreted that mindful meditation reduced the level of stress and adjustment.

FINDINGS-3

Association of the demographic variables with the level of adjustment problems among students. The chi square test shown that there was no significant association between the selected demographic variables of age, sex, religion, type of family, education qualification of mother, occupation of mother and father, monthly family income, source of information regarding mindful meditation, and there was significant association between the educational qualification of father, residential area, previous knowledge regarding mindful meditation.

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INTRODUCTION

The present society is an ever Changing society and with the passage of time; the needs of human beings are growing day by day. The individuals today are facing contradictions and hence facing difficulty in adjustment with environment. Being a social animal, man needs society and to remain in society he has to adjust with the values of society. Without social adjustment man cannot live happily. Man lives by himself in the changing circumstances of the society. An individual feels a sort of emotional tension, uneasiness and restlessness when he does not or cannot adjust himself with social environment. Every individual attempts to adjust to physical needs such as hunger and thirst and protection from danger. Unless a person is not able to adjust himself to the environment, he/ she cannot develop his/her wholesome personality. The problem of adjustment is vital problem of the modern world. This problem is a matter of such widespread concerns that books, magazines, scientific journals etc. dealing with adjustment problems are appearing more frequently. Present century is characterized by psychological disorder and disturbed inter personal relationship. The 21st century – computer age is bound to make students behave like a machine demanding excessive concentration and speedy reaction. This would naturally pose a greater threat to the student's ego and adjustive mechanism. The term of adjustment in the study mostly refers to the degree of capacity by which an individual tries to cope with inner tensions, needs, conflict, and frustration is simultaneously able to bring coordination between his inner demands and those imposed by the outer world.

A well-adjusted child is one who does not get affected adversely by the interactions such as conflicts, emotions etc., and whose personality development goes through a healthy course of socialization. Now a day, the materialism occupies a significant place in the present world situation. Everyone has a tendency to struggle and to gain more and more power in all walks of life than ever before. The students are demonstrating agitations and tensions are agitating the minds of youth. A tense mind cannot adjust properly in the society. It is a well-known fact that healthy adjustment is necessary for normal growth of an individual in the life. Education trains person for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents', college students and the factors contributing to their good mental health. So present study reveals differences in students' adjustment due to sex, socio-economic factors and academic achievement and can lead to find out ways to adjust the maladjusted students.

Adolescence is the most important period in one's life. It has affection and excitement, the mind is pious and pure, and free of all wickedness. The adolescent is still teen and lacks maturity of thought and experiences. He/she is not aware of what is proper and what is improper and therefore is danger of going in the wrong path.

Need for the study

“People are like stained-glass windows. They sparkle and shine when the sun is out, but when the darkness sets in; their true beauty is revealed only if there is light from within”.

Elisabeth Kübler-Ross

Nursing is a profession which came into existence during the Crimean war and is continuing till date. Nursing students constitute the backbone of the nursing profession. Entering the world of nursing presents the new students with a formidable array of changes. Often still in their teens they are often asked to transform from adolescent to adult and from lay person to professional.

Stress is a natural body reaction to difficult or challenging situations³. Nursing students are likely to experience “more stress” than their friends and colleagues enrolled in other programs. . Clinical practice has been identified as one of the most anxiety producing components in nursing programs. Lack of experience, fear of making mistakes, discomfort at being evaluated by faculty members, worrying about giving patients the wrong information or medication and concern about possibly harming a patient are just a few of the stressors for the beginning student nurse.

Entering into a new situation or new profession leads the person into Anxiety. It is a signal of our mind and body gives us some changes. The change may come from internal or external sources. Different people have individual tolerances for higher-than-normal levels of stress and Anxiety. When feeling overburdened, excessive stress and Anxiety can lead to lowered coping and adjustment. In such a situation, one should validate experience, adjust the negative

self-Assessment engendered by emotional over load, and help ourself by providing some tips for coping and adjustment to support and develop positive change in this Nursing Profession.

Coping is expending conscious effort to solve personal and interpersonal problems and seeking to master, minimize or tolerate stress or conflict, to face and deal with responsibilities, problems or difficulties, especially successfully or in a calm or Adequate manner. Adjustment is the act of adjusting, adaptation to a particular condition, position or purpose.

Mindfulness meditation has been proven effective for reducing stress. Recently healthcare providers of multiple disciplines are overwhelmingly turning to the practice of mindfulness meditation as a useful tool in building a self-care routine. Meditation has several benefits such as deeper level of relaxation, builds self-confidence,, helps to control own thought, Improve learning ability and memory, increase emotional stability, increase productivity, develop will power, react more quickly and more effectively to a stressful event, more sociable behavior, increases listening skills and empathy, helps make more accurate judgments, greater tolerance, more balanced personality, develops emotional maturity experience an inner sense of “assurance or knowingness”, increases the synchronicity in your life.

The research studies have shown the stress among nursing students is high and the investigator herself has undergone a lot of emotional stress during the 1st year of B.Sc. Nursing course due to new environment, parental separation, work load and new peer groups. Hence, the need was felt for conducting a research by applying the 3 principles of Yoga “Relax the body, slow down the breath: calm the

mind”. By using the techniques of yoga the young generation of nursing students can learn to expand their horizons; can increase their capacities and can manifest their dormant potentialities.

Statement of the problem

A study to assess the effectiveness of mindful meditation on adjustment problem faced by first year B.Sc nursing students in a selected nursing college at Komarapalayam.

Objectives of the study

The objectives of the study are:

1. To assess the level of adjustment problem among 1st year B. Sc. Nursing students in selected college.
2. To evaluate the effectiveness of mindful meditation on adjustment problem among first year B. Sc. nursing students in selected college.
1. To find out the association between level of adjustment problem and selected demographic variables among first year B.Sc nursing students in selected college.

Research hypothesis

- H1 - There will be a significant difference in the level of adjustment problem between pretest and post test among the college students.
- H2 - There will be an association between the level of adjustment problem among the college students and their selected demographic variables.

Operational definitions

The following have been defined for the purpose of conducting the study.

Effectiveness

In this study it refers to the extent to which the mindfulness meditation technique will help to reduce adjustment problem related stress among first year B. Sc. nursing students.

Mindful meditation

Mindful meditation refers to focusing on physical sensation, such as movement or breath and on the thoughts in order to increase awareness and enhance living in the moment to the fullest extent possible.

Adjust

An adjustment is a change in a person's behavior or thinking.

Stress

In this study stress refers to the response of the first year B. Sc. nursing students to situations that disrupt their physical, physiological, intellectual, emotional, and social aspects as measured by a stress scale.

First year B. Sc. nursing students

In this study nursing students refers to those who joined in first year for B.Sc. nursing programme as per the INC criterion in selected colleges at Komarapalayam.

Assumption

- ❖ The college students may have adjustment problem.
- ❖ Mindful meditation may reduce the adjustment problem among the college students.

Limitation

1. The sample size is only limited to 40.
2. The study is limited to selected nursing college at Komarapalayam.

Conceptual frame work

The conceptual frame work for this study is based on Ludwing Von Bertalanffy's (1968) General system theory.

A system is a device for bringing together parts into a meaningful whole. System theory is concerned with changes due to interaction between the various factor in a situation.

A system is defined as a whole with interrelated parts, in which the parts have a function. The main components of general system are input, throughput, and output.

In this study, the investigator applied modified general system theory which includes three components like input, through and output.

Input

In system theory, input refers to processing where the system transforms the energy, matter and information. The input deals with the level of adjustment to assess the Adjustment scale, among college students, and it was assessed by conducting a pretest so as to provide a baseline data.

Throughput

Throughput deals with activities which were taken by the group, it is an active phase in which the mindful meditation educate and demonstrated the among first year students an alternative coping method to reduce their stress and adjustment problem needs.

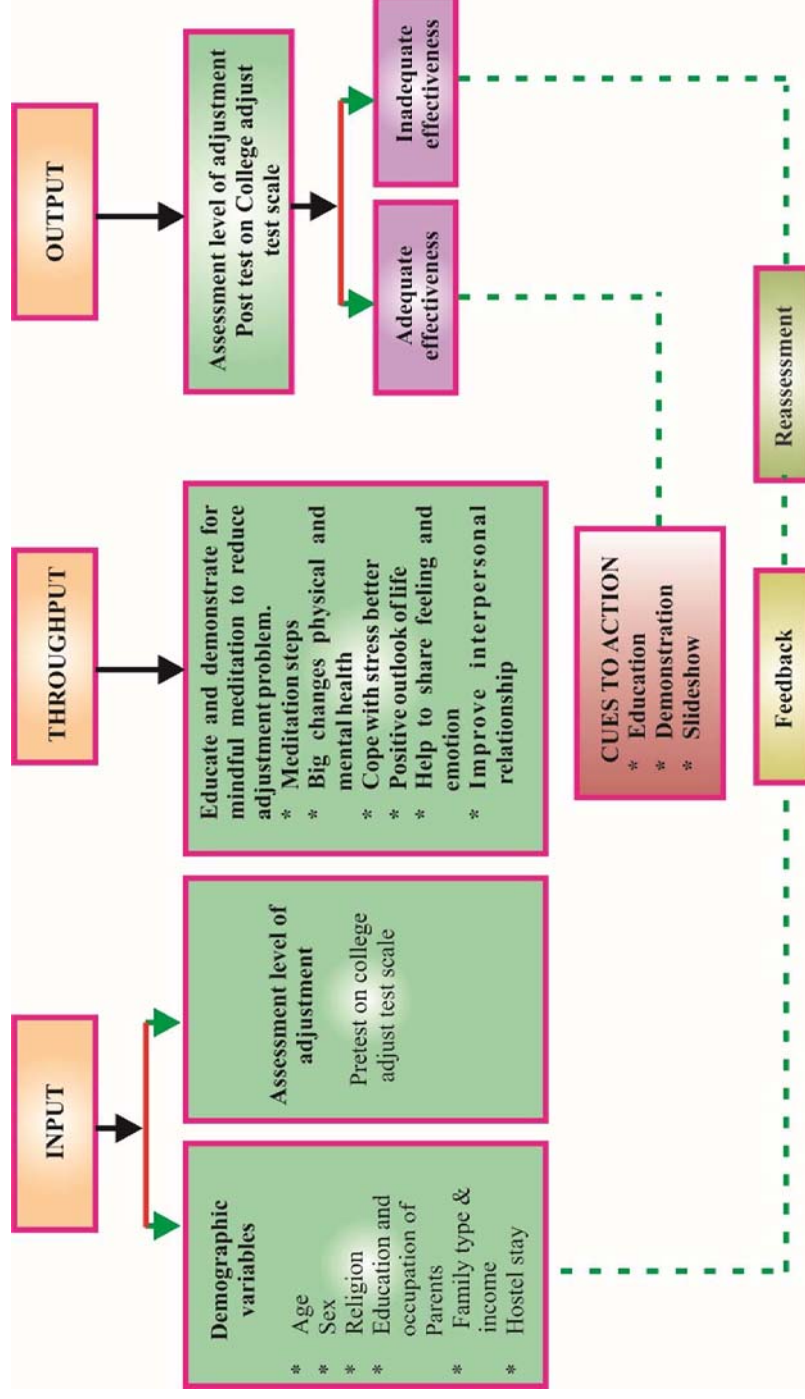
Processing activity include mindful meditation like general adaptation, time management, physical and breathing exercise, meditation leisure time activities through the method of lecture discussion and demonstration for a period of 45 minutes.

Output

Output deals with the effectiveness of mindful meditation among college students; it was being evaluated from the post test information regarding the effectiveness of mindful meditation.

The feedback was reinforcement by the investigator to practice the use of mindful meditation as steps of adaptation.

CONCEPTUAL FRAMEWORK BASED ON BERTALANFY SYSTEM THEORY MODEL



REVIEW OF LITERATURE

A Review of literature is an essential part of scientific research. It is a key step in the research process. The main goal of literature review is to develop a strong knowledge base to carry out research activities in the education and clinical practice. It is a systematic identification, location and summarization of written material that contains information relevant to the problem. An extensive review was done to gain insight into the selected problem.

This chapter consist of two sections,

Part 1:

Studies related to stress and adjustment problems among students.

Part 2:

Studies related to mindful meditation and coping measures to reduce adjustment problem among college students.

Part 1: Studies related to stress and adjustment problems among students.

Brougham, Zail, Christy, Mendoza, Celeste, Miller and Janine R. (2010)

studied the sources of stress academics, financial, family, social, and daily hassles. Also coping strategies self-help, approach, accommodation, avoidance, and self punishment of 166 college students were examined. The relationship between sex, specific sources of stress, and coping strategies was also investigated. Students completed a stress assessment inventory and a stress coping inventory based on a 5-factor revised COPE model (Zuckerman and Gagne Journal of Research in Personality, 37:169–204, 2003). Results found that college women reported a higher

overall level of stress and greater use of emotion-focused coping strategies than college men. College men and women also reported different coping strategies for different stressors; however the use of emotion-focused coping strategies dominated over problem-solving strategies for both men and women. These results have implications for designing stress reduction workshops that build on the existing adaptive emotion-focused strategies of college students.

Suldo, Shannon M.; Shaunessy, Elizabeth; Thalji, Amanda; Michalowski, Jessica and Shaffer, Emily (2009) investigated the environmental stressors and adjustment of 162 students participating in the IB program and a comparison sample of 157 students in general education. Factor analysis indicated students experience 77 primary categories of stressors, which were examined in relation to students' adjustment specific to academic and psychological functioning. The primary sources of stress experienced by IB students were related to academic requirements. In contrast, students in the general education program indicated higher levels of stressors associated with parent-child relations, academic struggles, conflict within family, and peer relations, as well as role transitions and societal problems. Comparisons of correlations between categories of stressors and students' adjustment by curriculum group reveal that students in the IB program reported more symptoms of psychopathology and reduced academic functioning as they experienced higher levels of stress, particularly stressors associated with academic requirements, transitions and societal problems, academic struggles, and extra-curricular activities. Applied implications stem from findings suggesting that students in college preparatory programs are more likely to (a) experience elevated stress related to academic demands as opposed to more typical adolescent concerns, and (b) manifest worse outcomes in the face of stress.

Finke H.S (2009). A study was conducted in Iran on experienced stressors and coping strategies among nursing students showed exposed variety of stress among first year nursing students. . All undergraduate nursing students enrolled in years 1-4 during academic year 2004-2005 were included in this study, with a total of 366 questionnaires fully completed by the students. The student stress survey and the adolescent coping orientation for problem experiences inventory (ACOPE) were used for data collection. The study shows, “findings new friends” (76.2%) “Working with people they did not know” (63.4%), “new responsibilities” (72.1%), “started college” (65.8%) “Increased class workload” (64.2%) as sources of stress among nursing students. The study concluded that interpersonal and environmental sources of stress were significantly greater in first year than in fourth year students.

Plaza Jacob.G(2009) A study was conducted at S Ramaiah Medical College, Bangalore among 76 healthy (42 medical, 34 nursing) students admitted into first year MBBS and nursing courses during the academic year 2007-2008 to assess the coping ability of medical and nursing students at the time of admission to medical school. They were administered the Bell’s Adjustment Inventory (BAI Questionnaire) and classified as good and poor adjusters based on their score. The study revealed an unsatisfactory overall coping ability to be prevalent among medical and nursing students. The study concluded that there is a need for orientation and counselling of medical and nursing students at the beginning of the academic year.

Martin, Chemers and Garcia (2009) examined the effects of academic self-efficacy that is confidence in ability to perform well academically, optimism, and stress on the academic performance and adjustment of first year university students.

The sample was composed of 256 first year students. Result indicated that self-efficacy yielded of direct and indirect powerful relationships with academic performance and adjustment of first year college students. Optimism was also found to be related to academic performance adjustment. Academically confident and optimistic students were more likely to see the university experience as a challenger rather than a threat and they experienced less stress.

Akbar Hussain, Ashutosh Kumar and Abid Husain (2008) examined the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha. And Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Krüsia, Edith Hörlera, Christine Maiera and Ulrike Ehlertb (2007) Explored the adjustment disorders as stress response syndromes: a new diagnostic concept and its exploration in a medical sample, the total of study sample was 160 mean age 63 years, results of this study indicated that the items tapping the individual

symptoms meet psychometric requirements for diagnostic applications. Whereas, the diagnostic algorithm chosen indicates a 17% prevalence of AD in the sample, moreover the subtype most commonly diagnosed is AD with mixed emotional features (41%). In a subsample, diagnostic sensitivity was 0.58 and specificity 0.81 in relation to traditional AD cases diagnosed by the Structured Clinical Interview for DSM-IV. By applying the most strongly conservative exclusion rule analogous to the Structured Clinical Interview for DSM-IV, the AD prevalence was reduced to 9%.

Laura Friedlander, Graham Reid, Naomi Shupak and Robert Cribbie (2007) explored the joint effects of stress, social support, and self-esteem on adjustment to university. The total samples were 115 First-year undergraduate students, SPSS package have been used to analysis the data where multiple regressions predicting adjustment to university from perceived family social support, stress, and self-esteem were conducted. From the fall to winter semesters, increased social support from friends, but not from family, predicted improved adjustment. Decreased stress predicted improved overall, academic, personal-emotional, and social adjustment. Increased global, academic, and social self-esteem predicted decreased depression and increased academic and social adjustment. Results are discussed with respect to potential mechanisms through which support and self-esteem may operate.

Hampel and Petermann (2006) investigated the age and gender effects on perceived interpersonal stress, coping with interpersonal stressors, and adjustment among early and middle adolescents. Moreover, the associations of perceived stress and coping with adjustment were examined. Total sample were 286 Austrian

adolescents aged 10 to 14 years who attended the fifth to seventh grade. Self report data on perceived stress, coping, as well as emotional and behavioral problems, were assessed. Results of this study indicate that Fifth graders scored lower on maladaptive coping strategies and externalizing problems and reported more adaptive coping strategies than sixth and seventh graders. Compared with boys, girls evaluated a higher amount of perceived interpersonal stress and used more social support. Furthermore, girls scored higher on maladaptive coping strategies and emotional distress and scored lower on distraction than boys.

Emotion-focused and Problem-focused coping were negatively related to behavioral and emotional problems, while perceived stress and maladaptive coping was positively associated with adjustment problems. The relations were stronger in female than in male adolescents. The evaluating multidimensional coping patterns are supported. Particularly, implementation of primary preventive programs during late childhood is suggested. All rights reserved. Andreas Maerckera, Simon Forstmeiera, Anuschka Enzlera, Gabriela.

Woby Watson and Roach Urmston (2005) Examined whether coping strategy use predicted levels of adjustment in chronic low back pain after controlling for the influence of catastrophic thinking and self-efficacy for pain control. The total sample was 84 patients with chronic low back pain completed the coping strategies questionnaire, a pain VAS and the Roland disability questionnaire. To derive composite measures of coping, the coping strategies questionnaire subscales, excluding the Catastrophizing subscale and 2 single-item scales, were entered into a principal components analysis. The extent to which scores on the coping measures

predicted levels of adjustment after controlling for catastrophic thinking Catastrophizing subscale and self-efficacy for pain control 2 single-item scales was explored using sequential multiple regression analysis. Results of this study indicate that two coping dimensions emerged from the principal components analysis, which were labeled Distraction and Praying or Hoping, and Denial of Pain and Persistence. Scores obtained on these coping measures explained an additional 5% and 13% of the variance in pain intensity and disability, respectively. Interestingly, however, the scores on the coping measures did not predict

Marita McCabe, Suzanne McKern and Elizabeth McDonald (2004)

studied the coping and adjustment among people with multiple sclerosis (MS), and define the different in these areas from general population people. also evaluated the duration of illness and the role of severity as well as levels of social support on coping style and adjustment, the total sample were 101 men and 190 women from general population, In addition to 144 men and 237 woman with MS. Results of this study showed that people with MS specially woman were more probable to credence coping styles related to seeking support, explain the poverty levels of adjustment, and problem solving, and on all dimensions. Whereas, According a wishful thinking coping style, as well as a lack of failure to seek social support, or problem-focused coping, for both men and women with MS was also more probable to be associated with poorer psychological adjustment. Levels of health weakness were only minimally related to psychological adjustment, especially for men.

Part 2: Studies related to mindful meditation and coping measures to reduce adjustment problem among college students

Kho Soon Jye and Dahlia Zawawi (2012) explored the associated factors related to causes of stress and coping strategies among post graduate students. A quantitative research was carried out and the samples were the MBA students in a renowned business school in Malaysia. Total participants were 150 students, with 37.3% male and 62.7% female. The three major sources of stress among students were identified as academic related stress, time related stress and social/environmental related stress. The results suggested that the major stressor among these students was indeed the academic related stress. In addition, among the four coping strategies studied, it was discovered that also problem coping was the most applied by many. From the findings of the study, it also showed that race had no significant relationships with the stressors and coping strategies. This study contributed both to the academics and the education industry. For the former, the study has managed to provide further understanding on the issue of stress particularly among MBA students. Simultaneously, the same understanding is also beneficial practically for business schools in their efforts to create a good and challenging environment to enhance students' learning

Rukhsana Kausar and Graham Powell (2011) explored the coping levels and psychological distress experienced by careers, in relation to the post-onset personality and physical changes in patients with neurological disorders. The sample of the study was 112 careers a close relative or a friend of patients. Estimate of the careers was carried out 4-18 months after the onset of neurological disorders in the

patients. Coping was assessed using the "ways of coping questionnaire". Psychological distress in careers was measured in terms of the subjective burden, anxiety and depression they experience. The Leeds' scales for anxiety and depression, and a 10 point rating scale were used to measure subjective burden in careers. Data were analyzed using t-test analysis, correlation and regression analyses. It was found that careers experienced an enormous amount of psychological distress. Those careers who were more dependent on emotion-focused coping styles reported greater distress as compared to those who depended more on problem-focused strategies. These findings have important implications from the point of view of rehabilitation as well as that of community care.

Rajesh Kumar, Nancy Chew (2011) assessed stress level and coping strategies among nursing students. A descriptive study was conducted in a private nursing institute of Punjab affiliated with Baba Farid University of Health sciences, Faridkot, total students participated in the study. Perceived Stress Scale -14 (PSS-14) was used to assess stress level and ACOPE was used to identify the coping strategies. Results of the study revealed that 34% students were having moderate stress and 33% each were having mild and severe stress. Class of the students and their courses were found to be significantly associated with the stress level of nursing students. Majority of subjects tend to use more of healthy coping strategies as compared to negative or un-healthy ones. "Seeking diversion" is the most common and "Seeking professional support" is the least common coping strategy identified in nursing students.

Welle and Graf (2011) surveyed the effectiveness of lifestyle habits and coping strategies on stress tolerance among college students, specific to race and gender. The total sample were 459 College students, completed a stress inventory, which was comprised of three established surveys of stressors, symptoms and coping strategies. Stress tolerance ratios (STRs) were calculated, and subjects divided into high or low stress tolerance groups. Statistical differences were determined by chi-square estimates and odds ratio calculations (95%CI).

Studies related to mindful meditation

Tamas Janaki (2011). A qualitative study was conducted on the effectiveness of mindful Meditation on Psychosocial, Professional and Physical development of management students. The study indicated that mindful Meditation process helped the students to get many understandings. It gave awareness to them to be persistent and diligent in life (18.8%). The process helped them to control over stress and behavioural reactions (17.3%). The study indicated that majority business management student got psychological benefits out of the mindful Meditation Process. Among the psychological benefits 36.2% of students reported that they obtained peace and stability of mind, strong will power, become calm, quite, and relaxed. Majority students reported that (42.2%) the awareness process helped them to control over their tensions, anxiety and impatience and reduce their anxiety to perceive things professionally than personally.

Antony Kennedy (2011). A quasi experimental study was conducted to determine the effectiveness of mindful meditation among the caregivers of children with special needs at Vidyasudha in Chennai. A total number of 40 samples were

taken by random sampling technique for the study. The level of stress was assessed through Family Interviewed Perceived Stress Scale. The results showed that in pre-test 36 (90%) of caregivers had moderate level of stress and 4 (10%) had mild level of stress. In the post-test 7(17.5%) had mild level stress and 33 (82.5%) had moderate level of stress. There was a statistically significant difference in the level of stress among the caregivers after participating mindful meditation which had given significance to the value of t-test 14.702 in the post-test, at the level of $p < 0.001$. The study concluded that it can be replicated on a large scale.⁹

Helgeesan and Kushan (2011). A study was conducted to investigate the potential benefits of transcendental meditation in enhancing mental health of an adult Muslim population. A before-after clinical trial was conducted to evaluate the effect of a 12-week meditation course on mental health of participants who were enrolled into the study by random sampling. A 28-item General Health Questionnaire (GHQ) was administered on two occasions in conjunction with a background data sheet. The study findings revealed that mean age of participants was 32.4; 70% were females and 55% were married. GHQ scores improved significantly after the meditation course (p value: < 0.001). The difference was also significant in all subgroups of the population studied. In subclass analysis of the GHQ results, the before-after score improvement was significant only in the areas of somatisation (p value: < 0.001) and anxiety (p value: < 0.001). The study concluded that Transcendental Meditation may improve mental health of young adult population especially in the areas of somatisation and anxiety, and this effect seems to be independent of age, sex and marital status.

Elzubeir, Magzoub and Elzubeir (2010) provided a systematic review of studies reporting on stress, anxiety and coping among Arab medical students and to identify implications for future research. Pub Med was searched to identify peer reviewed English language studies published between January 1998 and October 2009 reporting on stress and coping among undergraduate Arab medical students. Search strategy used combinations of the terms Arab medical student, stress, PBL, psychological distress, depression, anxiety and coping strategies. Demographic information on defendants, Tool used, spread, data and statistically significant associations were extractive.

The search identified 8 articles that met the specified inclusion criteria. Within the limited range of Arab medical students studied, studies suggest these students have a high prevalence of perceived stress, depression and anxiety, with levels of perceived stress as high as those reported in the international literature for medical students of other regions of the world. Limited data were available regarding coping strategies, the impact of stress on academic performance and attrition among Arab students. No data were available regarding the impact of problem based learning on stress and coping. The existing literature confirms that stress, depression and anxiety are common among Arab medical students, as for students elsewhere. Little is known about the contribution of different curricula approaches to perceived stress and what coping.

Virgeesandbenny (2010). A quasi experimental study was conducted on the effectiveness of mindful meditation on stress level among student nurses in selected nursing institutes at Pune city. The sample size of the study was 60 students. Two groups were formed out of which 30 were selected for control group and 30 for experimental group. Sampling technique used simple random technique. Data gathered were analysed by using descriptive and inferential statistics. The study found

that in students of the control group there is no significant change in the stress level, whereas there was a significant change in the stress level of students in the experimental group at $p < 0.05$ level of significance.

Johansson R.(2009) A descriptive study was conducted at Ataturk University School of Nursing, Turkey among 276 nursing students to assess the knowledge and opinions about meditation therapy. A questionnaire was used to collect data and convenience sampling technique was used as the sampling method. The study showed that their personal knowledge about meditation therapies was limited. The study concluded that the need for meditation therapy to be integrated in to the nursing curriculum and suggested that it should be used in clinical practice.

Indira jai (2008). A cross sectional survey was conducted at South Korea, among 153 nursing students and faculty members regarding knowledge, experience, and attitudes towards meditation therapy. More than 70% of the students and faculty agreed that clinical care should integrate the use of meditation therapy and more than 85% undergraduate students desired more education about meditation therapy. More than 65% agreed that the clinical nurse specialist or nurse practitioner role should include the use of meditation therapy in their practice, and more than 50% agreed that they had some knowledge of meditation therapy; The study found that only 30% had some experience with meditation therapy. The study concluded that the need of meditation therapy to be integrated in to the undergraduate nursing curriculum and nursing practice.

Roesch (2008). An experimental study was conducted in Korea to assess the effectiveness of stress coping program based on mindfulness meditation on the stress, anxiety and depression among 41 nursing students. They were randomly assigned to experimental (n = 21) and control group (n = 20). Stress was measured with the Psychosocial Wellbeing Index-Short Form (PWI-SF) developed by Chang, anxiety with Spieberger's state anxiety inventory and depression with Beck depression inventory. The experimental group attended 90 minute sessions for 8 weeks and no intervention was given to the control group. Results of the 2 groups showed – significant difference in stress scores, significant difference in anxiety scores and no significant difference in the depression scores. It was concluded that a stress coping program based on mindfulness meditation was an effective intervention for nursing students to decrease their stress and anxiety, and could be used to manage stress in student nurses.

Karl.GH.(2007). A study was conducted in USA regarding the effects of mindfulness based meditation on medical and premedical students. The study examined the short term effects of an 8 week meditation based stress reduction intervention on premedical and medical students using a well controlled statistical design. Findings indicated that participation in the intervention reduced self-reported state and trait anxiety, reduced reports of overall psychological distress including depression and increased scores on overall empathy levels.

Vigneesh and John (2007). A study was conducted in Komarapalayam to determine the perceived level of stress and coping behaviour among B. Sc. nursing students in selected colleges. There were about 40 samples taken by simple random

technique. The study tool consisted of Socio demographic variable, perceived stress scale and coping check list. The study found that 55% of the sample experienced severe stress, 12.5% experienced moderate level of stress and 32.5% mild level of stress. The study concluded that stress may arouse from their work, contact with patients, demands of the organization.

Bersschy R.J (2005). A cross sectional survey was conducted in Christian medical college Vellore, India with 145 nursing students using General Health Questionnaire and the Bell's Adjustment Inventory to investigate psychological distress, personality problems and coping strategies among nursing students . The result of the study indicated that only 30 participants (20.7%) of the 145 students reported high scores on the General Health Questionnaire and was significantly associated with having neurotic personality and adjustment difficulties in different areas of functioning.

The mindfulness-based stress reduction programme is an intensive course to help empower participants to take an active role in the management of health and wellness.

METHODOLOGY

The methodology of research indicates the general pattern of organizing the procedure for gathering valid and valuable data for the purpose of investigation. The methodology of this study includes the research approach, research design, setting of the study, population sample and sampling technique, development of tool, data collection procedure and plan for data analysis.

MATERIALS AND METHODS

Research design

Research design refers to the researchers overall plan for obtaining answer to the research questions and it spells out the strategies that the research depots to develop information that is adequate, accurate, objective and interpretable.

(Polit and Hungler, 2002)

The research design used for this study was

- ❖ Quasi experimental design (pre-experimental).
- ❖ One group pre test – post test design.

$$O_1 \quad X \quad O_2 = E$$

Key :

- O_1 : Pretest- adjustment assessment.
- X : Intervention (provide mindful meditation)
- O_2 : Post test – adjustment assessment
- E : Effectiveness of mindful meditation to reduce adjustment problem.

Research approach

Polit, (2004), states that research approach is an applied form of research that involves finding out, how well a program, practice, procedure or policies are working. Its goal is to assess or evaluate the success of a program.

Quantitative and evaluative approach will be used in this study. It is to evaluate the effectiveness of mind ful meditation to reduce adjustment problem.

Setting of the study

The study will be conducted in Anbu College of Nursing at Komarapalayam.

Population

- ❖ Population refers to the aggregate or totally of those conforming to a set of specification. (**politand Beck,2006**)
- ❖ The population of this study will be students studying in selected college.

Sampling and sampling technique:

a. Sample

- ❖ Sampling refers to the process of selecting the portion of population to represent the entire population. (Polit and Hungler, 2002)
- ❖ The sample consists of students who met inclusion criteria, studying at Anbu College of Nursing

b. Sample size

- ❖ Sample is subset of the population selected for a particular study and the number of sample are the subjects. (**Burns N, 2001**)

The sample size is 40.

c. Sampling technique

Sampling technique refers to the process of selecting a portion of the population to represent the entire population. **(Polit and Beck,2007)**

Purposive sampling technique is a judgment sampling that involves the conscious selection from the research of certain subjects of element to include the study. **(Denise F Polit,2004)**

Purposive sampling technique used to select the subjects for the study.

Sampling criteria

Inclusion criteria:

1. The students who are studying B.Sc first year.
2. The students who can read & write Tamil or English.
3. The students those who are willing to participate in the study.
4. The students those who are available at the time of data collection.

Exclusion criteria:

1. The students who are physically or mentally ill

Development of tools:

The following tools used for the present study-

1. A Tool to assess the demographic variables.
2. A Tool to assess the knowledge regarding mindful meditation.
3. College adjustment scale used to assess the adjustment problem among college students.

THE STEPS USED FOR PREPARING TOOL:

1. Review of related literature

The literature from nursing books, psychiatry books, journals, reports and articles is referred to prepare the tools.

2. Preparation of tool

Questionnaire was prepared to assess the demographic variables and the knowledge regarding mindful meditation. College adjustment scale prepared to assess the adjustment level among the students.

Description of the tool

Tool consists of three sections.

First section

Consists of demographic data of the samples. Age, sex, education of parents, occupation of parents, family monthly income, religion ,type of family, residential area, hostel staying, previous knowledge and source information regarding mindful meditation.

Second section

Consists of Self-administered questionnaire of 19 questions to assess the knowledge of adjustment problem and effectiveness of mindful meditation.

Scoring of “1” will be given for every “RIGHT” answer and a score of “0” will be given for every “WRONG” answer. The maximum score will be 19 for 19 items.

SCORE RANGING

Below average	-	Less than 5
Average	-	6-10
Good	-	More than 10

Third section

Consists of 7 point College adjustment test scale.

Validity

The content validity of the tool was consulted with experts and guides. The experts Mental health Nursing. The tool was modified as per the expert's suggestions and their recommendation.

Reliability

Reliability of the tool is tested, by implementing the tool on 6 first year nursing students at the selected area. Test re-test method will be used to test the reliability of the tool.

Pilot study

In this study 6 samples are used by getting prior permission. A convenient sampling technique will be used to select the sample. The data analysis will be done by using descriptive statistics.

DATA COLLECTION PROCEDURE

Pretest was conducted before administering Mindful meditation by rating the intensity of stress adjusting the college adjustment test rating scale method among the first year nursing students. In a day an average of 5 individuals will be assessed. The time for assessment will vary from 15-20 minutes, immediately after 20 minutes post test will be conducted by rating scale.

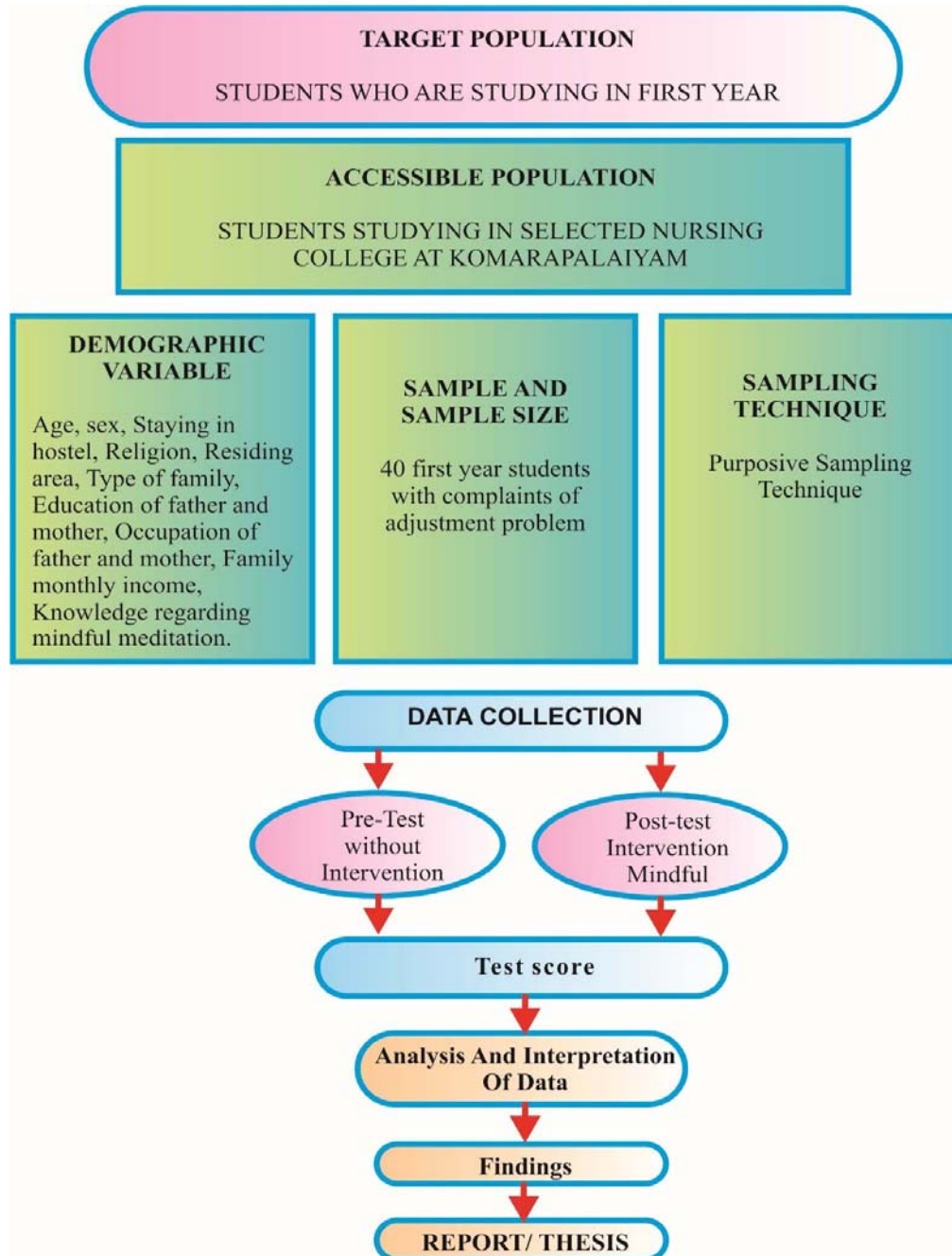
Plan for data analysis

The tool is analyzed by using descriptive and inferential statistics and in the form of tables and figures.

Ethical consideration

Prior to data collection the permission will be obtained from the Principal of college of Nursing and oral consent will be obtained from the samples. Confidentiality will be maintained.

SYSTEMATIC PRESENTATION OF RESEARCH DESIGN



DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis of data collected. Statistical procedures enable the investigator to reduce, summarize, organize, evaluate, interpret and communicate the numeric information. Statistical analysis is a method of rendering quantitative information in a meaningful way.

Kerlinger (1973) defines analysis as categorizing, ordering, manipulating and summarizing the data in an intelligible and interpretable form so that research problem can be studied and listed along with the relationship between the variables. The collected data were grouped and analysed using descriptive and inferential statistics.

SECTION-I

Table 1: Frequency and Percentage Distribution of the students based on their demographic variables.

SECTION-II

Table 2: Frequency and Percentage Distribution of the knowledge regarding mindful meditation among students.

SECTION-III

Table 3: Comparison of mean, standard deviation and paired 't' test showing effectiveness of mindful meditation & level of adjustment problem among students.

SECTION –IV

Table 4: Association between the selected demographic variables and level of adjustment problem among students .

SECTION-I

Table -1

Frequency and Percentage Distribution of the students based on their demographic variables.

(N=40)

S.NO	VARIABLES	FREQUENCY DISTRIBUTION	PERCENTAGE
1	Age in years		
	16 to 18	29	72.5%
	19 to 20	9	22.5%
	22 to 25	2	5%
2	Sex		
	Female	33	82.5%
	Male	7	17.5%
3	Are you stay in hostel		
	Yes	29	72.5%
	No	11	27.5%
4	Religion		
	Hindu	36	90%
	Muslim	-	-
	Christian	4	10%
	Others	-	-
5	Residing area		
	Urban	13	32.5%
	Rural	27	67.5%
6	Type of family		
	Nuclear family	28	70%
	Joint family	12	30%
7	Education of the father		
	Illiterate	4	10%
	S.S.L.C	5	12.5%
	H.S.C	21	52.5%
	Degree	10	25%

S.NO	VARIABLES	FREQUENCY DISTRIBUTION	PERCENTAGE
8	Occupation of the father		
	Unemployed	-	-
	Self employee	4	10%
	Daily wages	13	32.5%
	Private	20	50%
	Government	3	7.5%
9	Education of the mother		
	Illiterate	7	17.5%
	S.S.L.C	20	50%
	Higher secondary	10	25%
	Degree	3	7.5%
10	Occupation of the mother		
	Home maker	21	52.5%
	Self employee	1	2.5%
	Daily wages	8	20%
	Private	5	12.5%
	Government	5	12.5%
11	Family monthly income		
	Below 5000	-	-
	5001-10000	13	32.5%
	10001-20000	12	30%
	Above 20000	15	37.5%
12.	Do you know mindful meditation reduce adjustment problem		
	Yes	15	37.5%
	No	25	62.5%
13	Which is the source of previous knowledge regarding mindful meditation		
	Family members	2	5%
	Friends	3	7.5%
	Mass media	10	25%

Table 1: Illustrate the distribution of demographic variables of 40 students, which includes 29(72.5%)students were between the age group of 16 to 18 years, 19 (22.5%)students were between the age group of 19 to 20 years, and 2(5%)students were above 22 to 25 years.

Regarding sex of the students, 33(82.5%) were female and 7(17.5%) were male students.

Regarding hostel staying in the students, 39(97.5%) students were staying in hostel and 1(2.5%) students were day scholar.

Regarding religion of the students, 36(90%) students were Hindu and 4(10%) students were Christian.

Regarding residential area of the students, 27(67.5%) students were from rural, and 13(32.5%) students were from urban.

Regarding the type of family of the students, 28(70. %) students were from nuclear family, and 12(30%) students were from joint family.

Regarding educational qualification of the student's father, 4(10%) people were uneducated, 5(12.5%) persons were S.S.L.C, and 21 (52.5%) persons were higher secondary level, 10 (25%) people's graduates.

Regarding occupation of the student's father, 4(10%) persons were self-employee, 13(32.5%) persons were daily in wages, 20(50%) persons were working private and 3(7.5%) persons were working in government. None were unemployed.

Regarding educational qualification of the student's mother, 7(17.5%) women were uneducated, 20(50%) women were S.S.L.C, 10 (25%) women were higher secondary level, 3(7.5%) women were graduates.

Regarding occupation of the student's mother, 21(52.5%) women were home maker, 1(2.5%) woman self-employed, 8(20%) women working in daily wages, 5(12.5%) women were working in private and 5(12.5%) women were working in government.

Regarding the monthly income of the family, 13(32.5%) persons were having the monthly income of Rs 5001 to 10000/- and 12(30%) persons were having 10001 to 20000/-, 15(37.5%) persons were having above 20000 monthly income.

Considering the previous knowledge regarding mindful meditation in the students, 15(37.5%) students were having previous knowledge, and 25(62.5%) students had no previous knowledge.

Considering the source of information regarding mindful meditation in the students, 2(5%) students got information from family members, and 3(7.5%) students got information from friends, 10(25%) students were received information from mass media.

Figure 3.1

Bar diagram showing the distribution of students by age

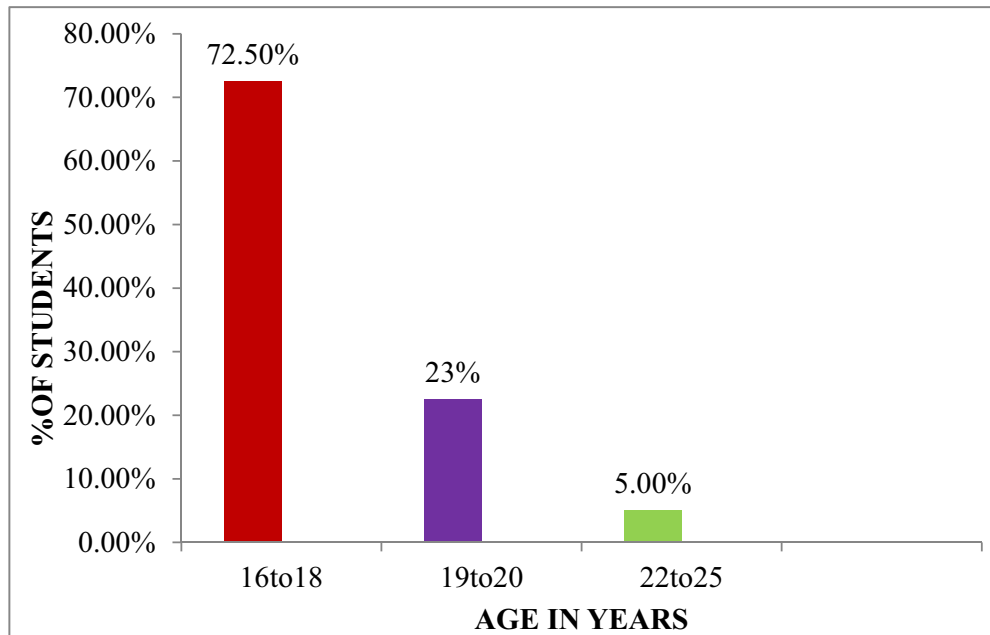


Figure 3.2

Pie diagram showing the distribution of students by sex

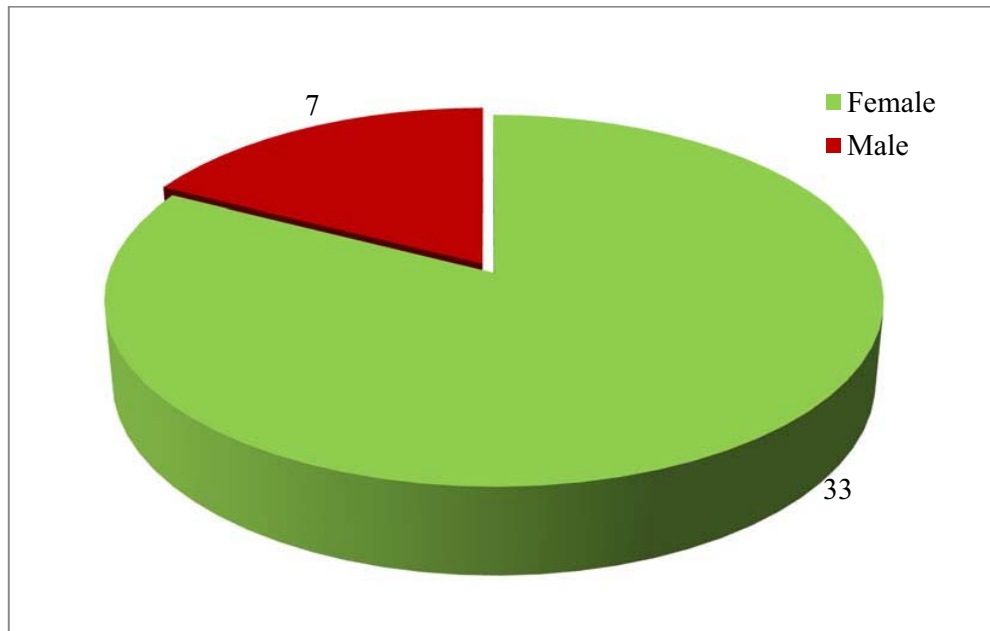


Figure 3.3

Cylindrical diagram showing the distribution of students by religion

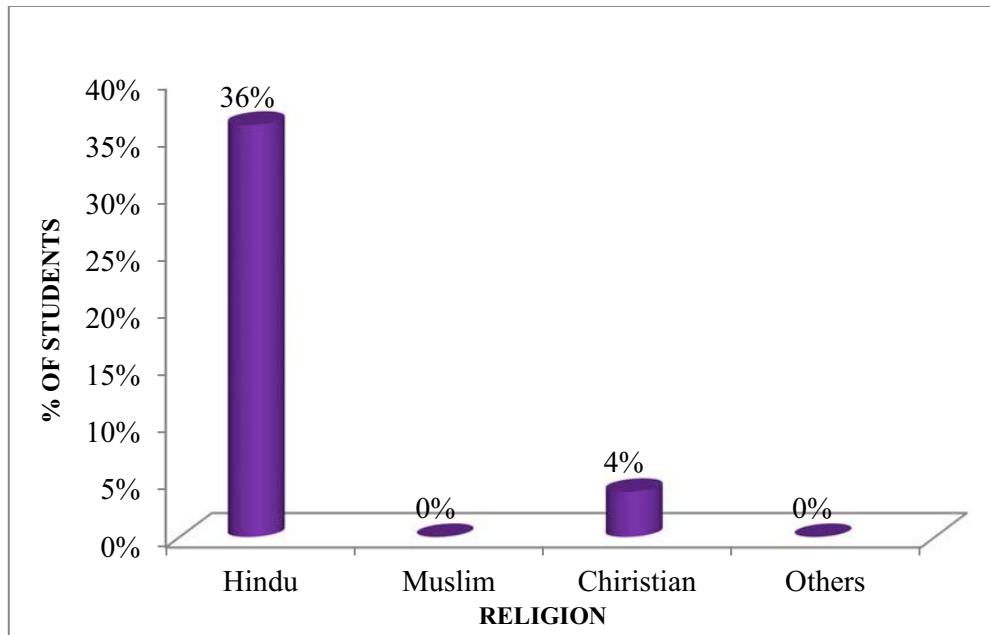


Figure 3.4

Exploded pie diagram showing distribution of students by their residing area

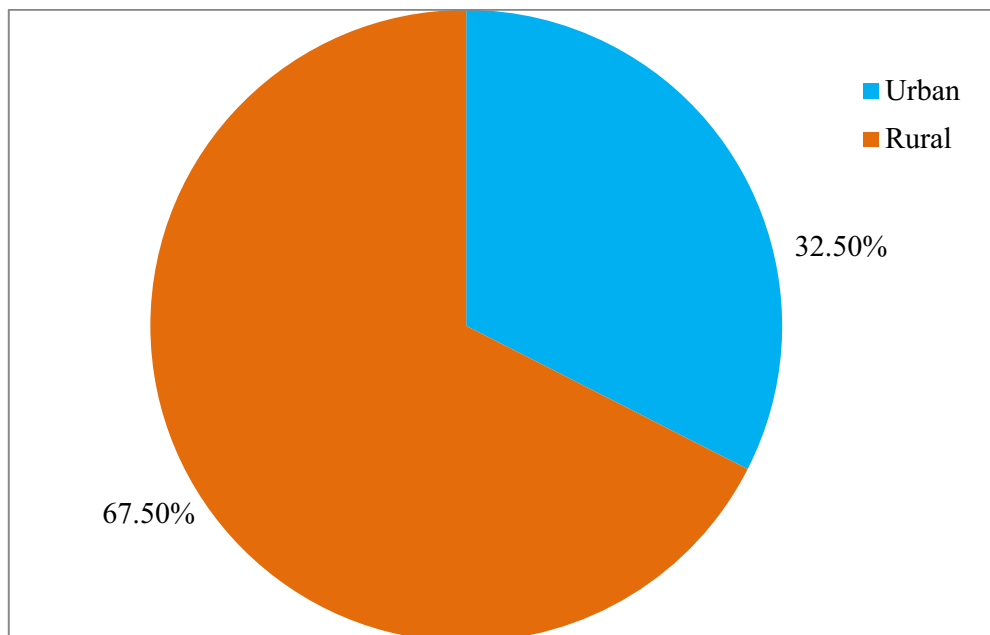


Figure 3.5

Pyramid diagram showing the distribution of students by their type of family

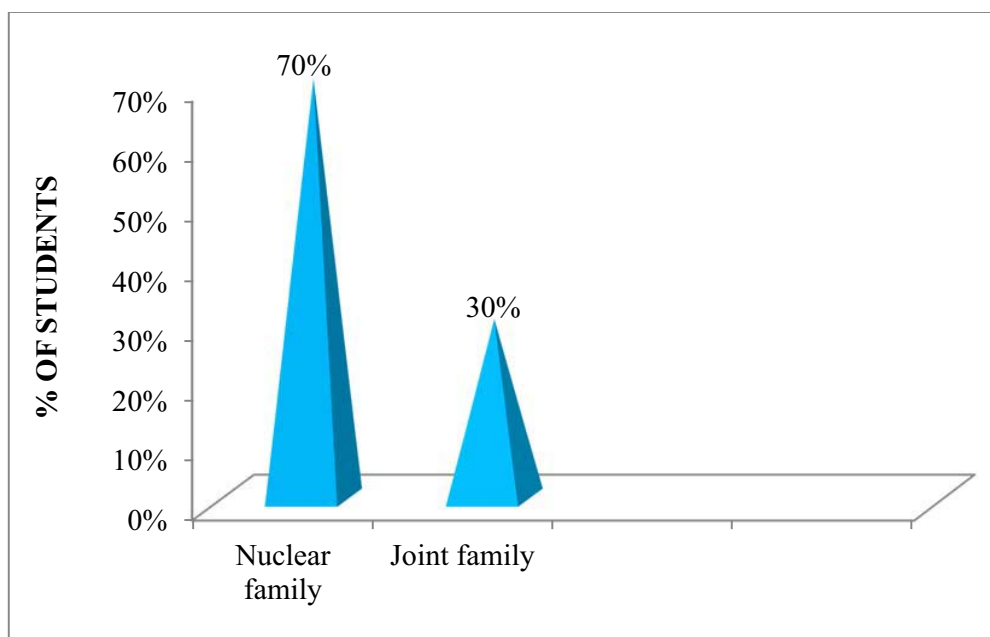


Figure 3.6

Pyramidal diagram showing the distribution of students by their father's educational status

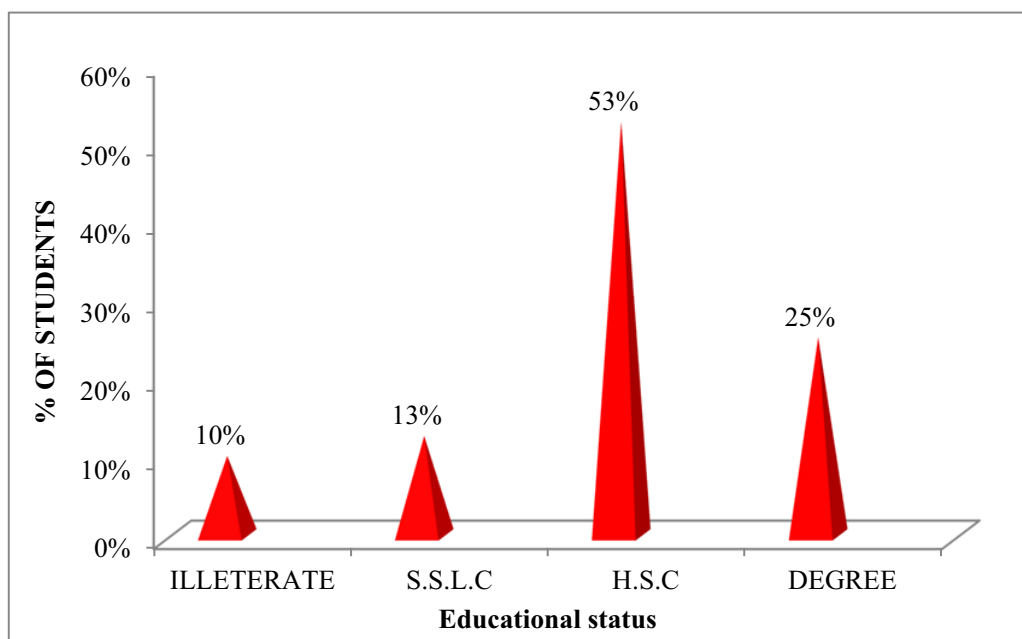


Figure 3.7
Conical diagram showing the distribution of students by their
father's occupation

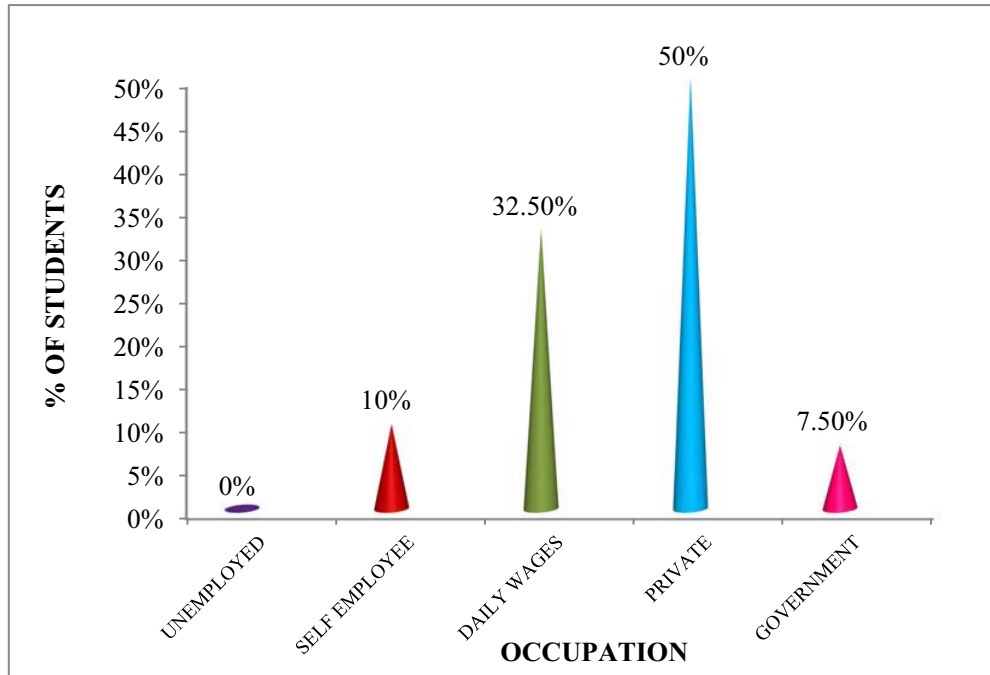


Figure 3.8
Cylindrical diagram showing the distribution of students by their
mother's educational status

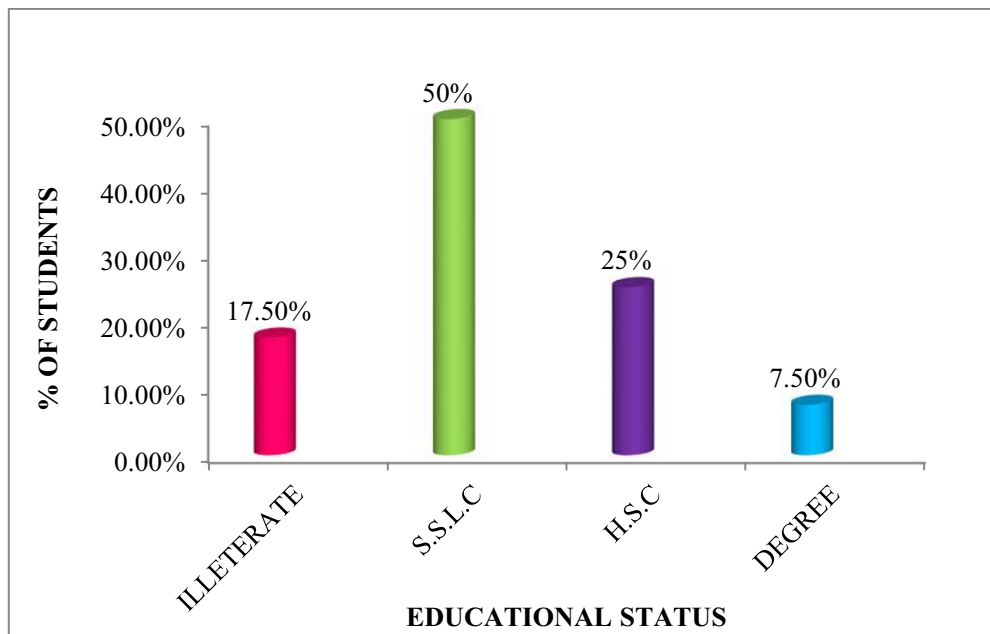


Figure 3.9

Cylindrical diagram showing the distribution of students by their mother's occupation

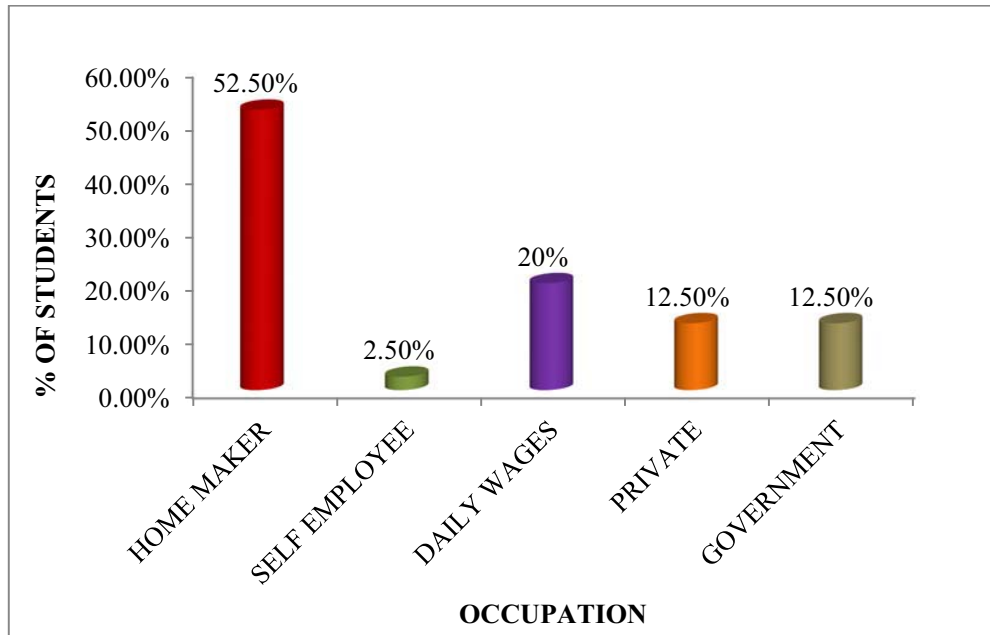


Figure 3.10

Conical diagram showing the distribution of students according to their monthly income

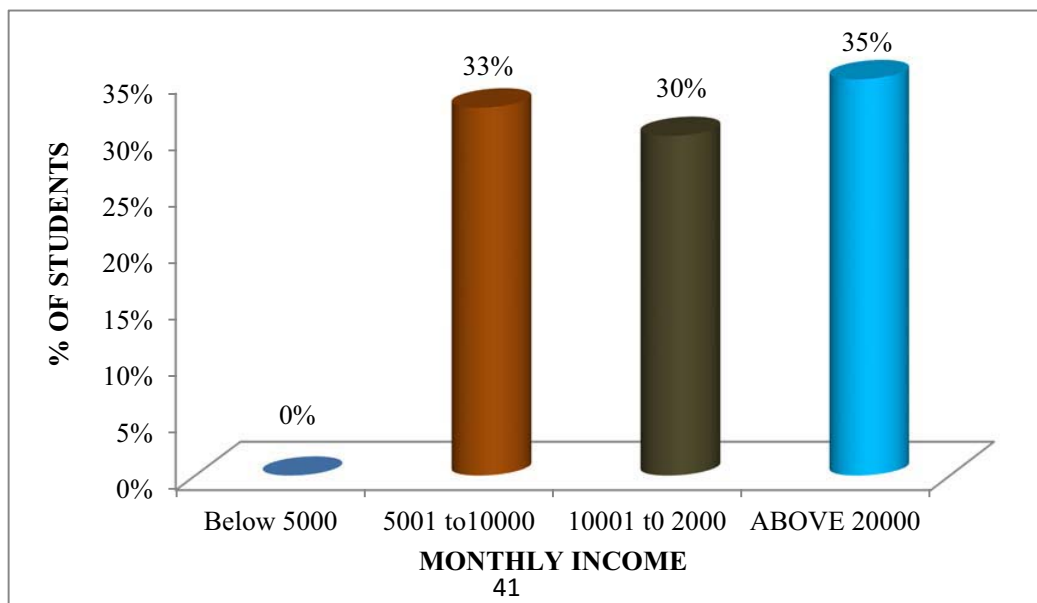


Figure 3.11
Exploded diagram showing the distribution of students based on their previous knowledge regarding mindful meditation

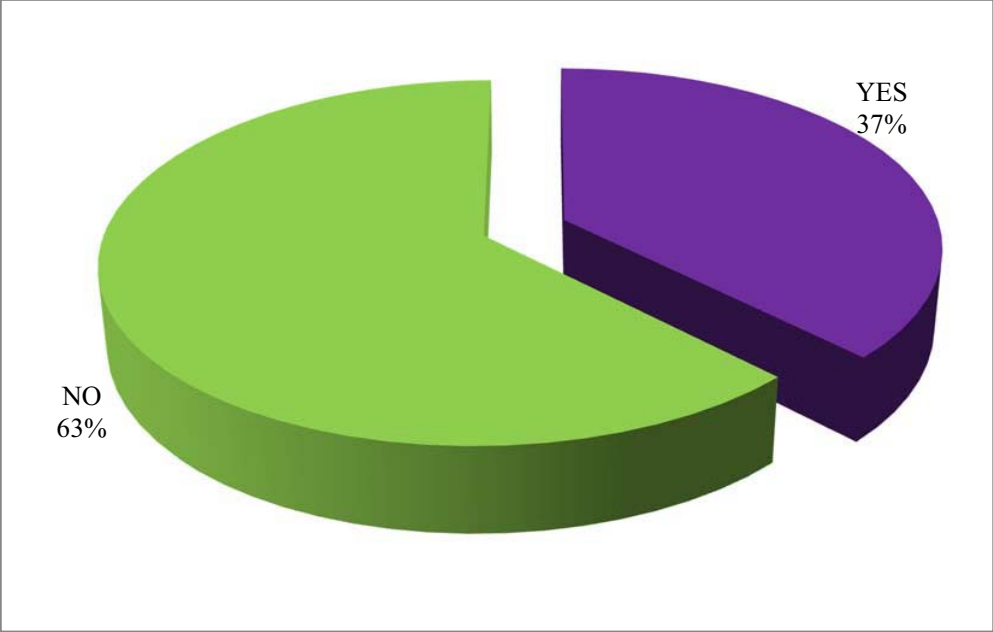
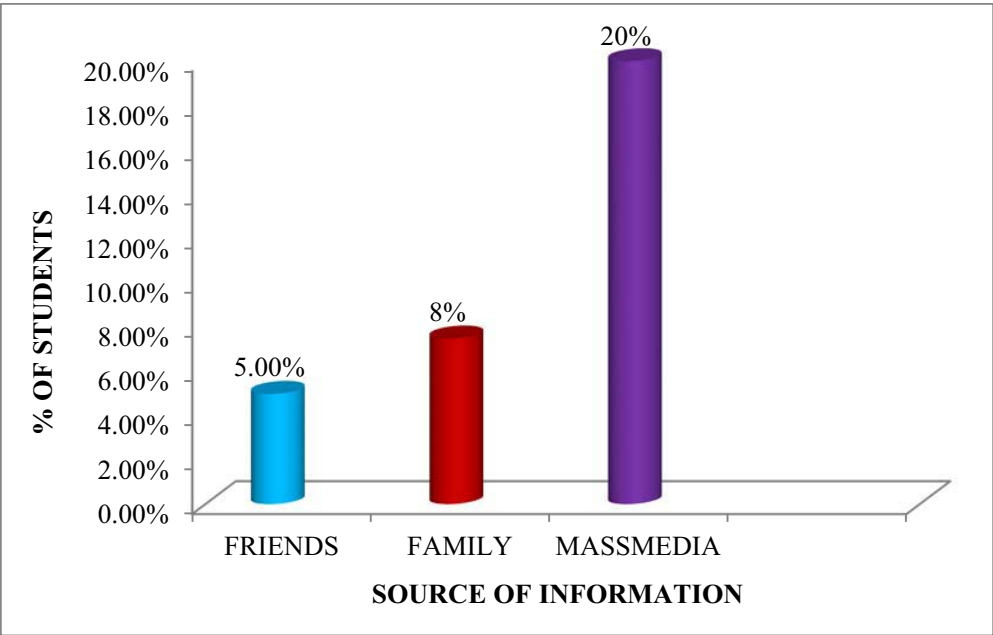


Figure 3.12
Cylindrical diagram showing the distribution of students by their source of information regarding mindful meditation



SECTION-II

Table 2.1

Frequency and percentage distribution of the knowledge regarding mindful meditation among students

LEVEL OF KNOWLEDGE	FREQUENCY N=40	PERCENTAGE %
Good	1	2.5%
Average	9	22.5%
Poor	30	75%

Table 2-1 Illustrate the frequency and percentage distribution of the knowledge regarding mindful meditation among students, 1(2.5%) student had good knowledge and 9(22.5%) persons were having average knowledge and 30(75%) students were having poor knowledge regarding mindful meditation.

Figure 2.1

Exploded pie diagram showing the distribution of students by their level of knowledge regarding mindful meditation.

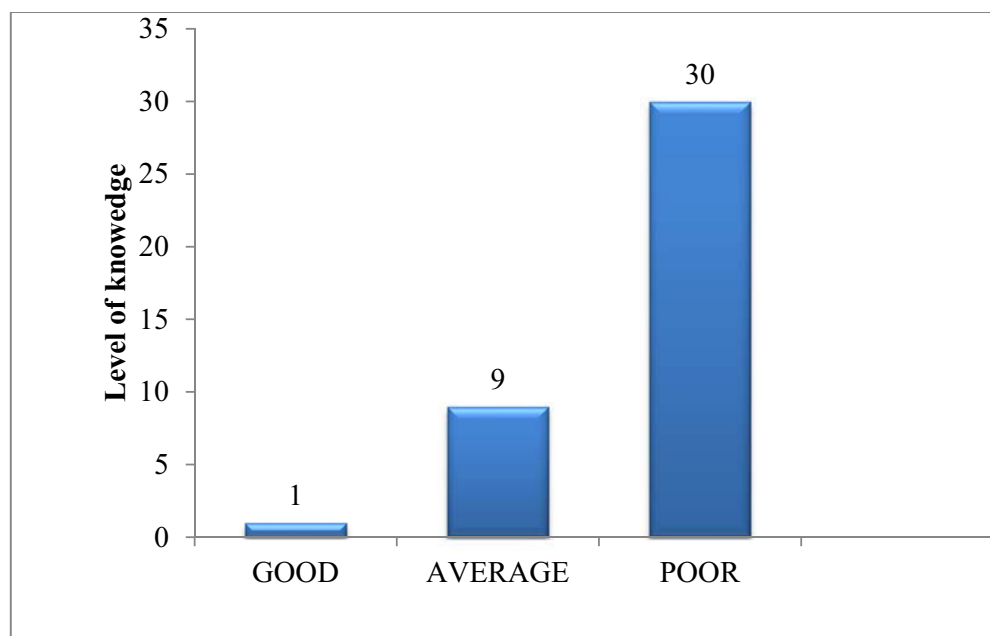
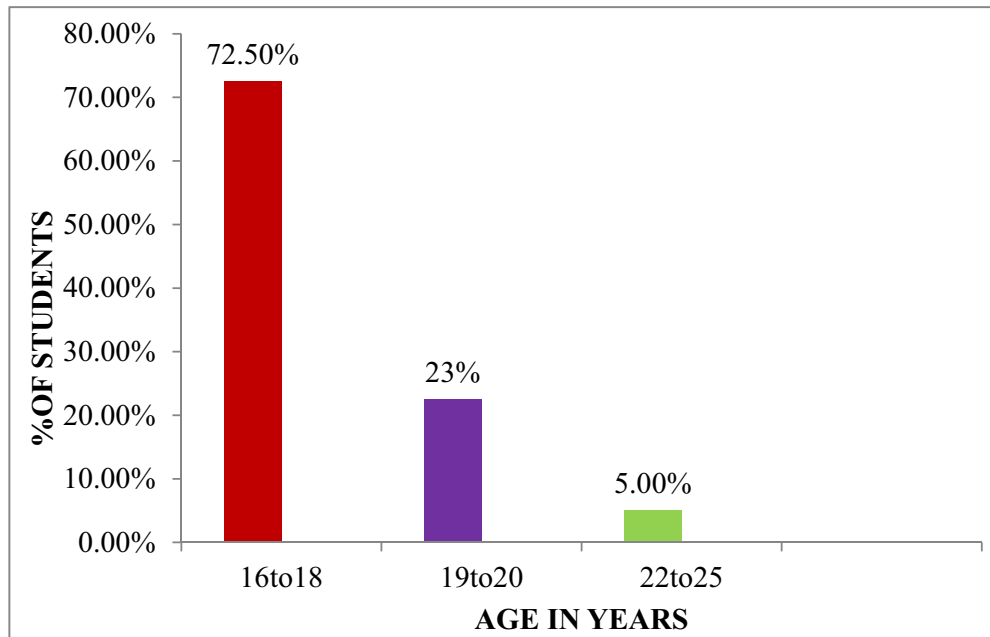


Figure 2.2

Bar diagram showing the distribution of students by age



SECTION -III

Table 3.1

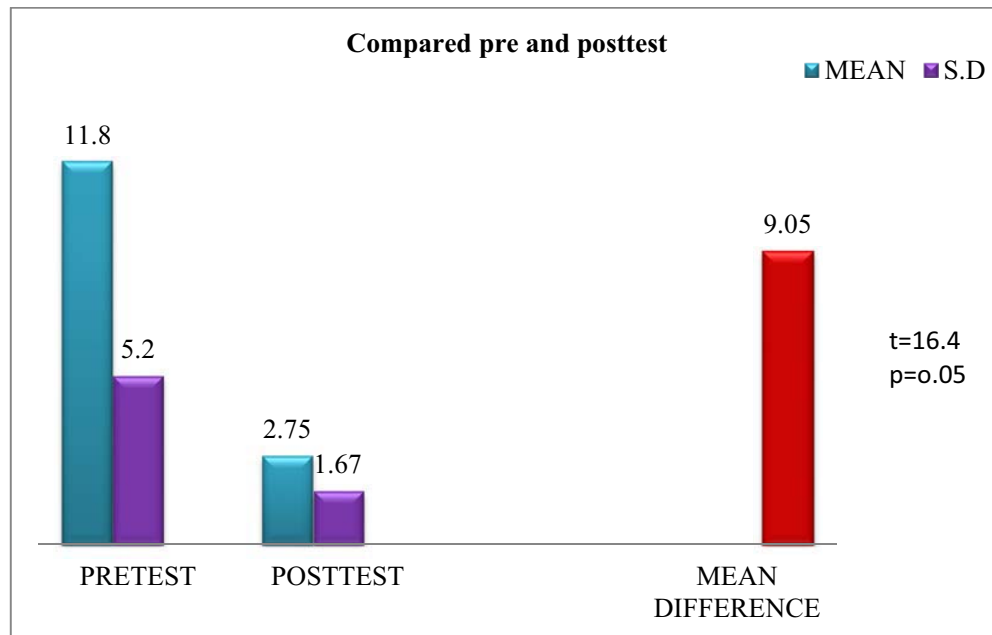
Comparison of mean, standard deviation and paired ‘t’ test showing the effectiveness of mindful meditation and level of stress and adjustment among students.

S.NO	ASSESSMENT	MEAN	S.D	MEAN DIFFERENCE	t VALUE
1	PRETEST	11.8	5.12	9.05	t=11.13
2	POSTTEST	2.75	1.67		p=0.05*

Illustrate the comparison of mean and standard deviation score of level of adjustment problems and effectiveness of mindful meditation among student during pretest and posttest. In the students pretest mean level of adjustment score was 11.8 with the standard deviation of 5.12 and posttest mean level of adjustment score was 2.75 with the standard deviation of 1.67. The mean difference between the pretest and posttest value was 9.05. The paired ‘t’ test value of 11.13 in the student’s a statistically significant value at $p<0.05$. It is interpreted that mindful meditation reduced the level of adjustment problem.

Figure 3.1

Multiple bar diagram showing the mean, standard deviation and paired 't' test of effectiveness of mindful meditation on level of adjustment problems among students.



SECTION –IV

Table 4.1
Association between the selected demographic variables and level of adjustment problem among the students.

S.No.	VARIABLES	FREQUENCY	PERCENTAGE	CHI-SQUARE VALUE
1	Age in years			0.749 9.488
	16 to 18	29	72.5%	
	19 to 20	9	22.5%	
	22 to 25	2	5%	
2	Sex			0.312 5.991
	Female	33	82.5%	
	Male	7	17.5%	
3	Are you stay in hostel			0.312 5.991
	Yes	29	72.5%	
	No	11	27.5%	
4	Religion			5.4115 12.592
	Hindu	36	90	
	Muslim	-	-	
	Christian	4	10	
	Others	-	-	
5	Residing area			5.99 10.3814*
	Urban	13	32.5%	
	Rural	27	67.5%	
6	Type of family			5.412 5.991
	Nuclear family	28	70%	

S.No.	VARIABLES	FREQUENCY	PERCENTAGE	CHI-SQUARE VALUE
	Joint family	12	30%	
7	Education of father			15.0344 12.592*
	Illiterate	4	10%	
	S.S.L.C	5	12.5%	
	H.S.C	21	52.5%	
	Degree	10	25%	
8	Occupation of father			11.926 12.592
	Unemployed	-	-	
	Self employee	4	10%	
	Daily wages	13	32.5%	
	Private	20	50%	
	Government	3	7.5%	
9	Education of mother			4.223 12.592
	Illiterate	7	17.5%	
	S.S.L.C	20	50%	
	H.S.C	10	25%	
	Degree	3	7.5%	
10	Occupation of mother			3.185 12.592
	Home maker	21	52.5%	
	Self employee	1	2.5%	
	Daily wages	8	20%	
	Private	5	12.5%	
	Government	5	12.5%	
11	Family monthly income			2.487 12.592
	Below 5000	-	-	
	5001-10000	13	32.5%	
	10001-20000	12	30%	

S.No.	VARIABLES	FREQUENCY	PERCENTAGE	CHI-SQUARE VALUE
	Above 20000	15	37.5%	
12	Do you know mindful meditation reduce			5.99 14.5341*
	Adjustment problem			
	Yes	15	37.5%	
	No	25	62.5%	
13	Which is the source of previous knowledge about mindful meditation			
	Family members	2	5%	1.712 9.488
	Friends	3	7.5%	
	Mass media	10	25%	

Table 4.1: Illustrate the distribution of demographic variables of 40 students, which includes 29(72.5%)students were between the age group of 16 to 18 years, 19 (22.5%)students were between the age group of 19 to 20 years, and 2(5%)students were above 22 to 25 years. with the Chi-square value is 0.749. $p=9.488$ statistically not significant.

Regarding sex of the students, 33(82.5%) were female and 7(17.5%) were male students. with the Chi- square value is 0.312. $p=5.991$ statistically not significant.

Regarding hostel staying in the students, 39(97.5%) students were staying in hostel and 1(2.5%) students were day scholar. With the Chi-square value is 0.312. $p=5.991$ statistically not significant.

Regarding religion of the students, 36(90%) students were Hindu and 4(10%) students were Christian. with the Chi –Square value is 5.4115. $p=12.592$ statistically not significant.

Regarding residential area of the students, 27(67.5%) students were from rural and 13(32.5%) students were from urban. with the chi –Square value is 5.99. $p=10.384$ statistically not significant.

Regarding the type of family in the students, 28(70.%) students were from nuclear family, and 12(30%) students were from joint family. with Chi-square value is 5.99. $p=1.30$ statistically not significant.

Regarding educational qualification of the students father, 4(10%) people were uneducated, 5(12.5%) persons were S.S.L.C, 21 (52.5%) persons were higher secondary level, 10(25%) persons graduates. with the Chi –square value is 15.0344. $p=12.592$ statistically significant.

Regarding occupation of the students father, 4(10%) persons were self-employee, 13(32.5%) persons were daily wages, 20(50%) persons were working private and 3(7.5%) persons were working government. No unemployed. With the Chi square value is 11.926. $p=12.592$ statistically not significant.

Regarding educational qualification of the students mother, 7(17.5%) women were uneducated, 20(50%) women were S.S.L.C, 10 (25%) women were higher secondary level, 3(7.5%) women were graduates. with the Chi-Square value is 4.223. $p=12,592$ statistically not significant.

Regarding occupation of the student's mother, 21(52.5%) women were home maker, 1(2.5%) women self-employee, 8(20%) women working as daily wages, 5(12.5%) woman were working in private and 5(12.5%)women were working in government. With Chi square value is 3.1856. $P=12.592$ statistically

not significant.

Regarding the monthly income of the family, 13(32.5%) persons were having the monthly income of Rs 5001 to 1000/- and 12(30%) persons were having 10001 to 2000/-, 15(37.5%) persons were having above 20000 monthly income. with the Chi square value 2.487. $p=12.592$ statistically not significant.

Considering the previous knowledge regarding mindful meditation in the students, 15(37.5%) students were having previous knowledge, and 25(62.5%) students had no previous knowledge. It is inferred that students who had previous knowledge had lesser level of stress and adjustment problem.

Considering the source of information regarding mindful meditation in the students, 2(5%) students got information from family members, and 3(7.5%) students got information from friends, 10(25%) students were received information from mass media.

DISCUSSION

“The aim of argument, or of discussion, should not be victory, but progress.”

-Joseph Joubert Quotes

This chapter deals with the major findings of the study, summary, implications, and recommendations that would form a base for future researchers for evidence based nursing practice. The data were obtained regarding the level of stress and adjustment among students before and after mindful meditation among college students in Anbu College of Nursing at Komarapalayam.

The aim of present study was evaluate the effectiveness of mindful meditation on adjustment problem among the students in a selected college at Komarapalayam.

FINDINGS OF THE STUDY

First objective of the study was to assess the level of adjustment problem among 1st year B.Sc Nursing students in selected college.

Pre-test reveals that 4(10%) having no adjustment problem, 4(10%) having some mild adjustment problem, and 32(80%) having severe adjustment problem. Post-test reveals that 32(80%) having no stress and adjustment problem 8(15%) having mild adjustment problem, assessed by using college adjustment scale.

Second objective of the study was to evaluate the effectiveness of mindfull meditation on adjustment problem among first B.Sc nursing students in selected college.

Comparison of mean and standard deviation score of level of adjustment

problem and effectiveness of mindful meditation among students during pretest and posttest. In the students pretest mean level of adjustment problem score was 11.8 with the standard deviation of 5.12 and posttest mean level of Adjustment problem score was 2.75 with the standard deviation of 1.67. The mean difference between the pretest and posttest value was 9.05. The paired 't' test value of 11.13. in the students a statistically significant value at $p < 0.05$. It is interpreted that mindful meditation reduced the level of stress and adjustment.

Third objective of the study was to find out the association between level of adjustment problem and their selected demographic variables among first year B.Sc nursing students in selected college.

Association of the demographic variables with the level of adjustment problems among students. The chi square test shown that there was no significant association between the selected demographic variables of age, sex, religion, type of family, education qualification of mother, occupation of mother and father, monthly family income, source of information regarding mindful meditation and there was significant association between the educational qualification of father , residential area, previous knowledge regarding mindful meditation.

SUMMARY AND CONCLUSION

SUMMARY

The quasi experimental design (one group pre and post test) was adapted for the study. The research was conducted in Anbu College of Nursing with the sample size of 40 first year students. The samples were selected by using purposive sampling technique based on inclusion criteria.

In this study the tools used were, section I of demographic data and section II knowledge regarding mindful meditation and section III adjustment test scale to assess the level of stress and adjustment. The College adjustment test scale consists of 19 questionnaires with the maximum score of 19, to evaluate the level of adjustment among the students.

Pre test was conducted for students the day before the intervention. Intervention of mindful meditation was given to the students. The investigator conducted the post test on the 7th day after teaching about mindful meditation.

Pre test and post test was conducted to identify the level of adjustment among students studying in selected college. A mindful meditation was given to motivate positive outlook of life to improve quality of life and happy life to the students.

Nursing implication

An important contributing factor for the students is their ability to control their own lives and increase rewarding life events, operating within this focus. The mindful meditation approach is the most suitable one in enhancing adjustment, personal control over happy leading life and one's health. In mental health team, nurse is the best position to install mindful meditation and there by can promote wellbeing of the students.

Therefore this study has important implications in.

1. Nursing practice
2. Nursing education
3. Nursing administration
4. Nursing research

1. Nursing practice

a. Hospital

Most students suffer from stress and adjustment in life, which has not been revealed during hospitalization. The nurse has to assess the level of adjustment of the students who access care in the hospital and need to implement mindful meditation as a part of other psycho education and therapies practiced by the nurse in the day –to – day activities. The nurse needs to motivate the students to practice healthy life style every day.

b. Community

The nurse who work in the community encounter a broader perspective of the life of the students across various settings and so can focus on the physical, psychological, social, and environmental aspects of their health. As the study reveals a significant effect of mindful meditation on the adjustment the nurse can incorporate meditation is primary intervention for health behaviour change among the students and youngsters.

2. Nursing Education

The Concept of prevention is better than cure need to be concentrated among the students. The nurses need to be educated regarding mindful meditation, and other therapies. The nursing students should be sensitized and motivated to use mindful meditation as a tool to promote mental health of the individuals and family.

3. Nursing Administration

The nursing administrator can formulate a protocol including mindful meditation as part of the preventive psychiatric nursing in the hospital. The nursing administrator should also pave the way for organizing mindful meditation programs in the general medical outpatient departments. It's the key role of nursing administrator. Nursing administrator can appoint a community nurse to educate the public.

4. Nursing Research

Research enables nurses to build on the existing knowledge. Replication of this can be done with the other group people and also in the other areas of nursing. Tools are available to assess the stress and adjustment problem of all age groups and so all nurses must be motivated to utilize these tools for the provision of holistic care and for the improvement of the happiness and quality life of patients in their practice.

Recommendations for future research

On the basis of the findings of the study, the following recommendations are stated.

1. A study can be conducted to determine the effectiveness of laughter therapy on quality of life among the students.
2. A similar study can be done to find the effectiveness of music therapy for reducing stress and adjustment problem.
3. A study can be done to assess the effect of psycho education regarding meditation on Quality of life among the students.

CONCLUSION

Therefore, teaching mindful meditation techniques to all who suffer from stress and adjustment problem seems necessary. Meditation is the best goodness of health. It can be effectively used as part of a complementary program for promoting good health and in the prevention and treatment of various diseases

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ANNEXURE – A

**LETTER REQUESTING OPINION AND SUGGESTION OF EXPERTS
FOR ESTABLISHING CONTENTS VALIDITY OF RESEARCH TOOL**

From

G. JENNET RAJ
II M.Sc. (Nursing)
Anbu College of Nursing
Komarapalayam

To

Through

The Principal
Anbu College of Nursing
Komarapalayam

Respected Sir / Madam

Sub: Requesting for opinion and suggestion of experts for content validity

I am G. Jennet Raj studying II year M.Sc (N) Mental Health Nursing in Anbu College of Nursing, Komarapalayam.

As the partial fulfilment of the requirement of the award of the degree of Master of Science in Nursing under The Tamil Nadu Dr. MGR Medical University, Chennai. I have selected the following topic for research **“A STUDY TO ASSESS THE EFFECTIVENESS OF MINDFUL MEDITATION ON ADJUSTMENT PROBLEM FACED BY FIRST YEAR B.Sc NURSING STUDENTS IN SELECTED NURSING COLLEGE AT KOMARAPALAYAM.”**.

I herewith enclosed the tool for its content validity and kindly request you to examine the tool and give your valuable opinion and suggestion.

Thanking you,

Place :

Date :

Yours sincerely,

G. Jennet Raj

ANNEXURE – B
CONTENT VALIDITY CERTIFICATE

I hereby certify that I have validated the tool of 301432551, M.Sc. (N) II year student who is undertaking **“A STUDY TO ASSESS THE EFFECTIVENESS OF MINDFUL MEDITATION ON ADJUSTMENT PROBLEM FACED BY FIRST YEAR B.Sc NURSING STUDENTS IN SELECTED NURSING COLLEGE AT KOMARAPALAYAM.”**.

Place :
Date :

Signature of the Expert

Designation

ANNEXURE-C

FORMAT FOR CONTENT VALIDITY

Name of the expert :
Address :
Total content for the tool : Adequate/Inadequate kindly validate each tool and tick wherever applicable

S.No.	No. of tool/section	Strongly Agree	Agree	Need Modification	Remarks

Signature of the Expert

ANNEXURE-D

LIST OF EXPERTS WHO VALIDATE THE TOOL

1. Mr.R. Nagaraj,
Assist professor,
Arvinth College of Nursing,
Namakkal.
2. Mrs.V.Dhilshath,
Assist professor,
AAB College of Nursing,
Vandhavasi.
3. Mrs.G.Amudhavalli,
Lecturer,
Manakulavinayagar College of Nursing,
Pondicherry.
4. Dr.A.Aboobacker, M.D.,
Senior resident,
Department of psychiatry,
Mahatma Gandhi Medical College &Research Institute,
Pondicherry.
5. Mr.Thamarai Selvan,
Reader.





SECTION-I

Tool to assess the demographic variables

Instructions: Read each questions properly and tick which one is suitable for you.

1. Age in years

- a. 16 to 18
- b. 19 to 20
- c. 22 to 25

2. Sex

- a. Female
- b. Male

3. Do you stay in hostel?

- a. Yes
- b. No

4. Religion

- a. Hindu
- b. Muslim
- c. Christian
- d. others

5. Residing area

- a. Urban
- b. Rural

6. Type of the family

- a. Nuclear family
- b. Joint family

7. Education of the father

- a. Illiterate
- b. S.S.L.C
- c. Higher secondary
- d. Degree

8. Occupation of the father

- a. Unemployed
- b. Self-employee
- c. Daily wages
- d. Private
- e. government

9. Education of the mother

- a. Illiterate
- b. S.S.L.C
- c. Higher secondary
- d. Degree

10. Occupation of the mother

- a. Home maker
- b. Self-employee
- c. Daily wages
- d. Private
- e. Government

11. Family monthly income

- a. Below 5000
- b. 5001- 10000
- c. 10001 – 20000
- d. Above 20000

12. Do you know mindful meditation reduce adjustment problem

- a. Yes
- b. No

13. Which is the source of previous knowledge about mindful meditation?

- a. Family members
- b. Friends
- c. Mass media

SECTION -II

TOOL TO ASSESS THE KNOWLEDGE REGARDING ADJUSTMENT

PROBLEM AND MIND FULL MEDITATION

Instructions: Read the questions properly and tick the right answers

1. What is mean by adjustment problem?

- a. High mental pressure
- b. Acute pain
- c. Heart attack
- d, Unable to adjust to a new environment

2. Adjustment problem can affect

- a. Emotionally disturbed
- b. heart

3. Who exhibit more symptoms of adjustment problems?

- a. Female students
- b. Male student's
- c. Both

4. Which activity cause more adjustment problem

- a. Language and communication
- b. Answering to the questions asked by the teachers
- c. Home sickness
- d. All the above

5. A problematic person having symptoms

- a. Poor interaction
- b. Happy
- c. Lazy

6. Among peers which activity cause more stress

- a. Language and communication
- b. Social activities
- c. Room mets
- d .All the above

7. Adjustment problem is

- a. Manageable
- b. Unmanageable

8. Level of coping to adjustment problem related stress may

- a. Equal for every student
- b. Vary among each student
- c. None of the above

10. To reduce adjustment problem related stress, students can approach

- a. Parents
- b. Siblings
- c. Teachers or counselors
- d. All the above

11. Mindful meditation means

- a. Focusing on physical sensation.
- b. Spiritual energy
- c. Normal breathing pattern

12. Mindfulness meditation promote

- a. Keep calm
- b. Improve concentration and Attention
- c. Physical and psychological effect
- d. All the above

13. Which relaxation techniques you prefer during adjustment problem related stress

- a. Laughter therapy
- b. Dancing therapy
- c. Mindful meditation

14. Mindful meditation can be practiced

- a. Dependently
- b. Independently

15. Nowadays student's suicide rate is increased due to

- a. Beginners get adjustment problem
- b. not cooperate with staff's

SECTION –C

THE COLLEGE ADJUSTMENT TEST SCALE

Use a 7-point scale to answer each of the following questions, where:

1	2	3	4	5	6	7
not at all		Mild		severe		

Within the **LAST WEEK**, to what degree have you:

1. Missed your friends from high school _____
2. Missed your home _____
3. Missed your parents and other family members _____
4. Worried about how you will perform academically at college _____
5. Worried about love or intimate relationships with others _____
6. Worried about the way you look _____
7. Worried about the impression you make on others _____
8. Worried about being in college in general _____
9. Liked your classes _____
10. Liked your roommate(s) _____
11. Liked being away from your parents _____
12. Liked your social life _____
13. Liked college in general _____
14. Felt angry _____
15. Felt lonely _____
16. Felt anxious or nervous _____
17. Felt depressed _____
18. Felt optimistic about your future at college _____
19. Felt good about yourself _____

Scoring Key

Positive affect= $q_9 + q_{10} + q_{12} + q_{13} + q_{18} + q_{19}$

Negative affect= $q_4 + q_5 + q_6 + q_7 + q_8 + q_{14} + q_{15} + q_{16} + q_{17}$

Home sickness= $q_1 + q_2 + q_3 + q_{15} + q_{16} + (8 - q_{11})$